DOCUMENT RESUME

ED 354 959 JC 930 130

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TITLE	Continuation Application for Milwaukee Area Technical College High School Equivalency Program, FY 1992-93.
INSTITUTION	Milwaukee Area Technical Coll., Wis.
SPONS AGENCY	Office of Elementary and Secondary Education (ED), Washington, DC. Migrant Education Programs.
PUB DATE	14 Feb 92
NOTE	27p.
PUB TYPE	Reports - Descriptive (141) -- Statistical Data (110)
EDRS PRICE	MF01/PC02 Plus Postage.
DESCRIPTORS	*Bilingual Education Programs; Career Counseling; Community Colleges; *Competency Based Education; English (Second Language); Grants; *High School Equivalency Programs; Individualized Instruction; Job Training; *Migrant Education; *Migrant Programs; Migrant Workers; Program Descriptions; Program Proposals; Remedial Instruction; Seasonal Laborers; *Student Personnel Services; Two Year Colleges; Vocational Education
IDENTIFIERS	*Milwaukee Area Technical College WI

ABSTRACT

The High School Equivalency Program (HEP) at Milwaukee Area Technical College, in Wisconsin, is designed to help migrant and seasonal farmworkers and their dependents obtain General Educational Development (GED) degrees, and gain employment or enroll in postsecondary educational programs outside of the agricultural setting. Before enrolling in courses, program participants complete a week-long assessment and orientation, and develop an educational plan. Students in the HEP enroll in a minimum of 30 hours of weekly instruction. Specific services and activities of the program include the following: (1) open-entry, open-exit, competency-based curriculum; (2) GED curriculum in the five subject areas of science, reading, mathematics, social studies, and writing skills; (3) bilingual instruction; (4) comprehensive career counseling and testing services; (5) basic skills, English as a Second Language, and remedial training; (6) individualized instruction; (7) adult high school credits and diploma program; (8) concurrent occupational skills training options; (9) career exploration and career readiness instruction; (10) education and job placement services; (11) financial and other support services including stipends, meals, student activities, transportation, and day care; (12) computer-assisted instructional labs; (13) tutorial services; and (14) follow-up and post-placement job counseling. The program, which targets 100 students each year, has served over 2,000 migrant and seasonal farmworkers who have obtained their GED, gained employment, or enrolled in postsecondary educational programs. Detailed program budget information is included. (PAA)

ED354959

FY 1992-93

CONTINUATION APPLICATION

FOR

MILWAUKEE AREA TECHNICAL COLLEGE - HIGH SCHOOL EQUIVALENCY PROGRAM

CFDA NUMBER: 84.141A

Submitted to:

UNITED STATE DEPARTMENT OF EDUCATION

OFFICE OF MIGRANT EDUCATION

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

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February 14, 1992

Art Martinez
Marla Gonis

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matc

Milwaukee Area Technical College

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WEST CAMPUS
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414-476-3040

February 14, 1992

U.S. Department of Education
Application Control Center
Attention: (CFDA 84.141 A)
Washington, D.C. 20202

Dear Sirs:

Pursuant to CFDA # 84.141 A, enclosed please find the application for continued funding for fiscal year 1992 - 1993 for the Milwaukee Area Technical College - High School Equivalency Program (MATC - HEP). This program is under the High School Equivalency Program HEP Title IV, Sector 418 A of the Higher Education Act, as amended.

We look forward to your continued professional assistance in the administration of this project. Please feel free to contact Arturo Martinez at (414) 278-6803 or Marla Gonis, Project Specialist at (414) 278-6752 if you require additional information.

Sincerely,

James Montgomery

James Montgomery, Interim Dean
Continuing Education and
Business Outreach

JM/mg

enc.

MATC is an Affirmative Action/Equal Opportunity Institution

PART I - PROJECT NARRATIVE

PROGRAM NARRATIVE AND PROGRAM ACCOMPLISHMENT

Wisconsin-High School Equivalency Program (MATC-HEP) is beginning it's twenty-fourth year of operation. During this period, the program has assisted over 2,000 migrant and seasonal farmworkers obtain their GED, gain employment, or enroll in a postsecondary educational program. The MATC-HEP operates in a climate which promotes the highest GED standard in the country and which encourages students to pursue post secondary and/or vocational,technical education. The academic standards for Wisconsin HEP students are the highest in the country, requiring a minimal individual test score of 40 and a minimal aggregate point total of 250. Consequently, the MATC-HEP has upgraded it's overall academic and instructional programming accordingly.

The scope of the program has not been modified from the originally approved 3 year HEP Project application. Please note that minor adjustments have been made to increase program effectiveness relative to student retention and GED completion.

The MATC-HEP program is designed to address the low educational attainment levels and to expand knowledge of occupational and educational opportunities outside the agricultural setting. The educational curriculum is delivered in a multi-cultural environment and by sensitive instructors familiar with Andragogical teaching methods and the unique needs of the migrant and seasonal farm workers. The MATC-HEP program emphasizes the importance "School to Work" transitional plans which links (GED) program completion to subsequent employment and/or further education. Specific services provided by the program include:

* Open Entry- Open Exit Competency - Based Curriculum
* General Education Development Curriculum
* Bi-lingual General Education Development Instruction
* Comprehensive Career Counseling and Testing Services
* Basic Skills, ESL and Remedial Training
* Individualized Instruction and Enrollment Management
* Adult High School credits and Diploma Program
* Concurrent Occupational Skills Training Options
* Career exploration and Job Readiness Instruction
* Education and Job Placement Services
* Support Service such as meals, stipends, transportation, health, and day care services.
* Financial Assistance(meals, housing, stipends, transportation, health, etc.),
* Computer Assisted Instructional labs
* Tutorial Services

The annual goals for the program are to enroll a total of 100 students of which 80 will have successfully achieved the goal of obtaining GED or a high school diploma.

B. Program Academic Activities

1. <u>GED Classes</u>: The GED component consists of classroom instruction in the five GED subject areas; science, reading, math, social studies, and writing skills. The basic academic core is supplemented by competency-based individualized functional or life coping skills instruction.

Classroom instruction is delivered by certified and experienced instructors with extensive knowledge and expertise in the area of both criterion and competency based instructional approaches. The GED Curriculum is individualized to allow students to progress at their own pace. This system allows the student to master different skills while gaining confidence and experiencing success. The basic curriculum described above is complemented by other curricular and extra-curricular activities such as computer assisted instruction, computer literacy training, reading and writing labs, typing classes, vocational and career awareness and cultural activities. All extra-curricular activities are oriented to continue the educational development of the student in order to prepare them to succeed in an institution of higher education or vocational programs such as those available to them at MATC.

2. **Computer Assisted Instruction (CAI)**: This instructional component compliments and supports the GED pencil and paper classroom instruction. The emphasis of this component is on reinforcing the academic competencies achieved by the students in the areas of math, science, writing and reading using computer resources available through the MATC labs.

3. **Tutorial Services**: Individualized instruction on a one to one basis is provided to students confronting difficulties with any instructional subject. This instruction is provided by students/teachers as part of the work-study component of the project and current agreements with the Schools of Education at Marquette University, the University of Wisconsin Milwaukee, and Alverno College among others. Other tutorial services are available to the students at no cost through the MATC Basic Skills Division and Labs.

4. **Job Readiness Instruction**: This component is based on the Job Readiness Curriculum, a competency based pre-employment curriculum designed to teach a total of 26 competencies needed for employment. HEP students have the opportunity to explore the labor market and develop an employability plan with the assistance and guidance of the Recruitment & Placement Coordinator and MATC Placement Unit staff. Also, members of the Business Advisory Board are active in this component through the speaker bureau. The members of the Business Advisory Board are businesses and community people who donate their time to enhance the students' knowledge of jobs and the employment market. These people also are instrumental in the students' development of positive attitudes toward post-secondary education.

5. **Career Awareness**: One of the objectives of the program, subsequent to the GED certification, is to continue further occupational training or gain employment. The MATC-HEP design emphasizes the delivery of Career Awareness Instruction designed to support the individual decision-making process regarding occupational training based on an analysis of interest, skills, experience, personal goals, abilities and job needs. This component guides the student through the exploration of the labor market and assists them in defining a career plan for post-secondary education and employment. This component is based on the MATC Career Planning Center services. The Career Center provides the students with a comprehensive vocational assessment and information about occupations and their specialties, including education/training requirements, wages, working conditions and other related points of interest to the student.

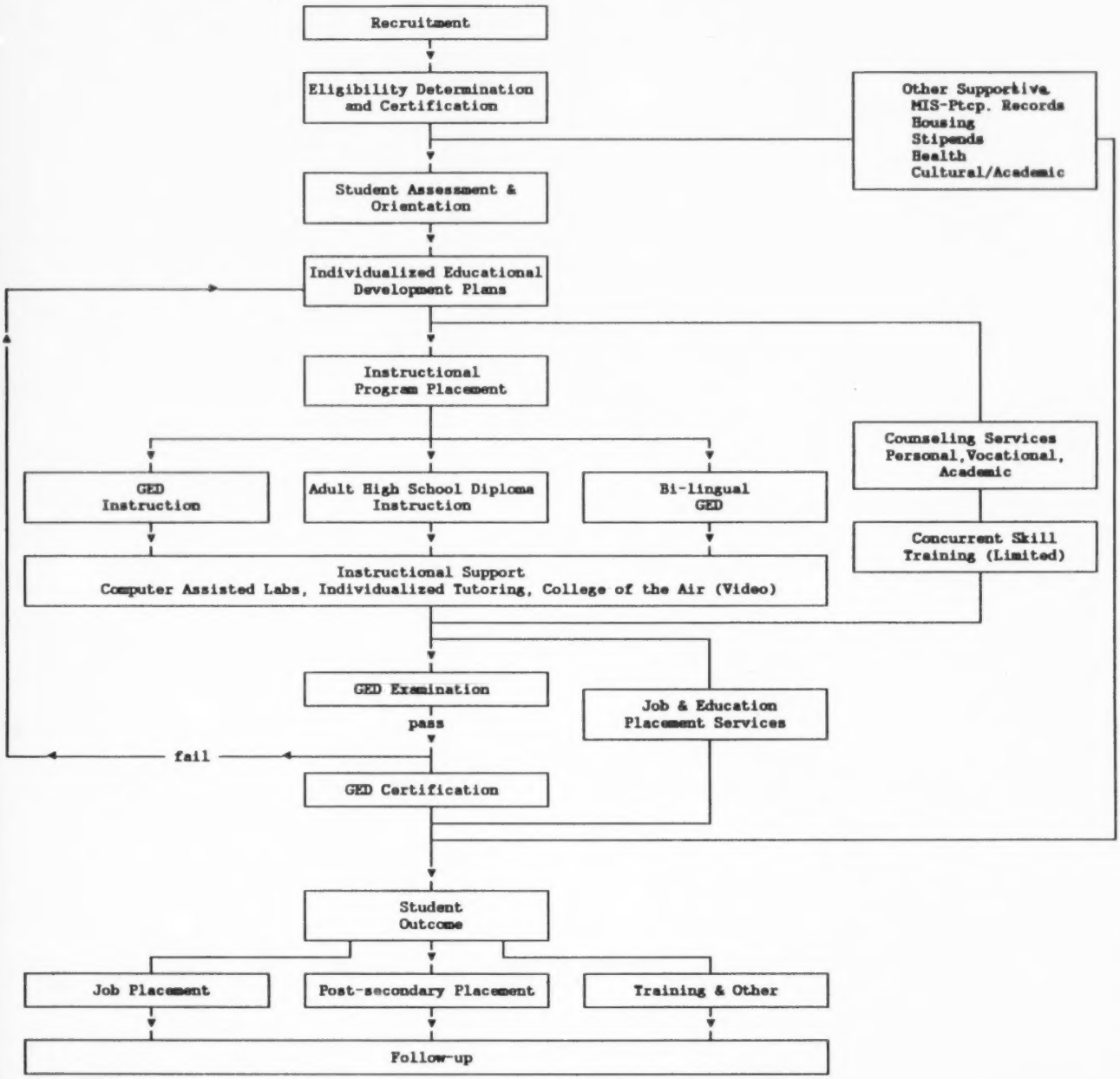
6. **Occupational Skills Training**: This component allows a limited number of students to participate in concurrent vocational, curricular activities which does not require a GED, such as short term training or courses available to the students at MATC or its network of community based agencies. All training offered are directed toward continuation of further training or development of specific marketable skills subsequent to the GED certification. Some of the courses, based on the students rate of achievement, interest, and the particular training requirements, are concurrent to the GED programming and integrated to the Career Awareness Component of the design. Some of the courses are: Computer Literacy, Word Processing, Data

Entry, Food Service Course, Typing, Bookkeeping, etc.

C. PROCEDURE:

In accordance with the MATC-HEP propose, academic services to the target population are based on the individual needs and interests following a systematic organizational and institutional procedure designed to meet the HEP objectives. The following MATC-HEP flow chart shows the procedural flow of students through the program components:

MATC-HEP STUDENT FLOW CHART
PART I - CHART 1



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1. **Recruitment:** Participants for the program are recruited primarily from the state of Wisconsin sources, additionally, approximately 10% of the students will be referred by other Midwestern sources. The Wisconsin MATC/HEP is continuing it's trend towards primarily a commuter program. Conversely, 90% of the students will be recruited within the state as reflected in the recruitment and program marketing plan. Recruitment is coordinated by the HEP Program Specialist who is responsible for the successful implementation and development of the plan.

2. **Eligibility Determination and Certification:** Potential students are required to complete a Certification of Eligibility form following specific procedures. In order to be eligible for the program, the individual has to meet the following criteria: be a migrant or seasonal farmworker or a dependent of a migrant or seasonal farmworker with a minimum of 75 days of agricultural work within the last 24 months; be at least 17 years old; be a school dropout; a citizen of the United States or documented alien, and be willing to obtain his/her GED. The recruitment and selection procedures are in compliance with federal regulations and MATC Affirmative Action Policies.

3. **Assessment and Orientation:** A one week comprehensive assessment is provided to the students in order to determine their interest, aptitude, and ability to pursue educational goals and/or occupational training available through MATC. The evaluation provides the staff with the base-level skills in math, reading, language and reading comprehension needed for the development of the student's educational development plan. Assessment and orientation of students may be scheduled on an individual or group basis depending upon program and student needs.

4. **Educational Development Plan (EDP):** Using the information gathered from the assessment a program team, with the participation of the students, develops an educational plan for the student to guide him/her with respect to courses, services, performance, expectations, and regulations regarding HEP and MATC enrollment procedures where most of the academic services are provided.

5. **Enrollment:** Based on the EDP, students are enrolled in an appropriate course of study. Students with major academic deficiencies in the areas of math, language, and reading are directed to enroll in a developmental course, tutorial services, and/or computer assisted instruction in order to increase their competencies. The students whose competencies are sufficiently developed are enrolled in a GED course and maybe enrolled in other occupational courses of personal interest.

6. **Instructional:** The core of instructional services was previously discussed in the section Program Development Activities. HEP students are provided with a minimum of 30 hours of weekly instruction. The classes are structured for 5 hours of both traditional and individualized instruction in a workshop setting, and 1 hour of tutoring for a total of 6 hours of daily instruction. The instruction design provides for GED, Job Readiness instruction, Career Education, and Occupational Skills Training. The program uses a competency-based instructional model using individualized instruction and modern instructional methodologies. The instruction is delivered by an experienced, trained staff, and supported by the MATC computer labs. Students enrolled in the program have access to other academic and support services provided by community institutions which are part of the MATC's Delegate Agencies Network

   All services are structured to meet HEP educational goals. The MATC-HEP proposes to create a Curriculum Advisory Board (CAB) in order to continue the effective development of this vital component. The CAB will include representatives from MATC departments, the community, and the private sector: (1) the Director of High School Services, the Dean of General Education and the Director of Basic Skills Labs, all from the program Business Advisory Board.

7. **GED examination and Certification:** The GED High School Equivalency examination is administered by the district Vocational Education agency, the Milwaukee Area Technical College (MATC). MATC is authorized under state law to administer and grade such equivalency examinations. HEP students may be enrolled in the GED Preparation Course while concurrently being enrolled in community outreach Adult High School courses offered by MATC. All students in the Educational course sequence of the MATC-HEP are pre and post tested at periodic intervals using various assessment tools such as the Test of Adult Basic Education (TABE) to determine level gains and readiness for GED examinations. The GED certification is done by MATC and culminates with the Annual Graduation Ceremony in which participation from all sectors of the community, including the student's parents is promoted. Achievement awards and special recognitions are granted, developing students self-image and self-determination toward further training and success.

8. **Post-Secondary Education:** HEP students have the opportunity to access post-secondary education through MATC linkages and courses in over 120 skills areas. Participation in post-secondary education is strongly encouraged and is reflected both in the curriculum and other activities such as Market Information, Career Days and other institutional activities which provide the student information about the correlation between credentials and occupational opportunities. Specific Information about MATC vocational courses and two year degrees accredited by the University-Milwaukee and other private and public institutions of higher education is provided. Activities designed to develop motivation and career awareness are developed by the Educational Development Team with the active participation of the program Business Advisory Board. The idea is to expose the students to as many career awareness opportunities as possible under the sponsorship and guidance of "mentors" from the private and community sector in order to develop the motivation, interest, and competencies to pursue post-secondary education. Assistance is provided by the staff in areas such as enrollment, financial assistance, housing, non-traditional occupations and careers in fields with high occupational demand, etc.

9. **Employment Outcomes:** The strength of the placement component is based on the direct participation of the private sector in the development of career awareness and employment opportunities for program participants. Placement services are coordinated by the Recruitment & Placement Coordinator with the assistance of the Academic Staff. The resources of the program and MATC's Placements Unit are utilized to increase other placement resources. For example, the MATC Delegate Agencies Network which includes the Milwaukee Chamber of Commerce, The United Migrant Opportunity Services, Inc., and the State Job Service are coordinated for HEP students to facilitate internships, work experience, tryout employment, and On-The-Job Training opportunities upon completion of program objectives.

10. **Other Outcomes:** Other significant outcomes for the program are; increases of functional educational levels for those students below the 6th grade test level by enrollment in ESL, Basic Skills, Certificate programs, and job training related to employment. Includes those who choose raising a family verses further education or employment. enrollment in the Military, placement into unsubsidized employment, and the average improvement in earned income.

11. **Follow-Up Services:** Once the students are placed in unsubsidized employment, follow-up and post placement counseling services are provided to assist the students during the school-to-work transition. The main purpose of these services is to assure the successful placement and retention of the students in jobs. For this, documented follow-up services are provide for 30, 60 & 90 days after placement. Follow-up services are provided by the Academic Specialist.

D. PROGRAM SUPPORTIVE SERVICE

The program design calls for a spectrum of supportive services including: 1.) meals, 2.) transportation, 3) financial assistance (stipends), 4) medical and related, 5) Student activities, 6) child care, 7) housing and residential assistance and 9) employment and college transitional service. The supportive services are provided on a Need-Based Basis such as those incurred when a student requires assistance in areas other than transportation or food. Some examples of such services are: AODA and psychological evaluations, eye glasses, minor-surgeries, and any other related services not provided within the institution. Additional student support resources are sought through coordinating agreements with the United Migrant Opportunity Services, Inc., (UMOS) with the Wisconsin Employment Opportunity Program (WEOP), the Work Supplementation Program (WSP), and other linked agencies. The coordination and provision of supportive services is the responsibility of the Supportive Service Coordinator.

1. **Health Services:** Health assessment and dental services are provided through agreements with MATC community linkages such as UMOS, the Milwaukee County Department of Social Services, the Sixteenth Street Community Health Clinic, the Johnson Community Health Clinic, the Isaac Health Clinic, and Migrant Health Clinic. Some of the services are free and other are provided on a sliding fee schedule.

2. **Housing Assistance and Meal Services:** The MATC-HEP provides housing assistance to 10% of its students. The program provides access to a maximum of ten residential students which will be housed at St. Katherine's Residence for women. Housing for male students will be provided at the residence of Mr. Peter Bender who has been housing MATC students for over 20 years. Wonder Hall the former housing for MATC-HEP students has been eliminated due to unsafe activities in the area. However, in accordance with recent trends, the majority (90%) of the students will be commuter students from the greater Milwaukee area. All students are provided with meals services. Meals are provided at the MATC food cafeteria or if appropriate (residential students) in food outlets which meet the standards outlined by the Wisconsin Departments of Public Instruction Bureau of Food and Nutrition. Services are provided at no cost to the students. Also,

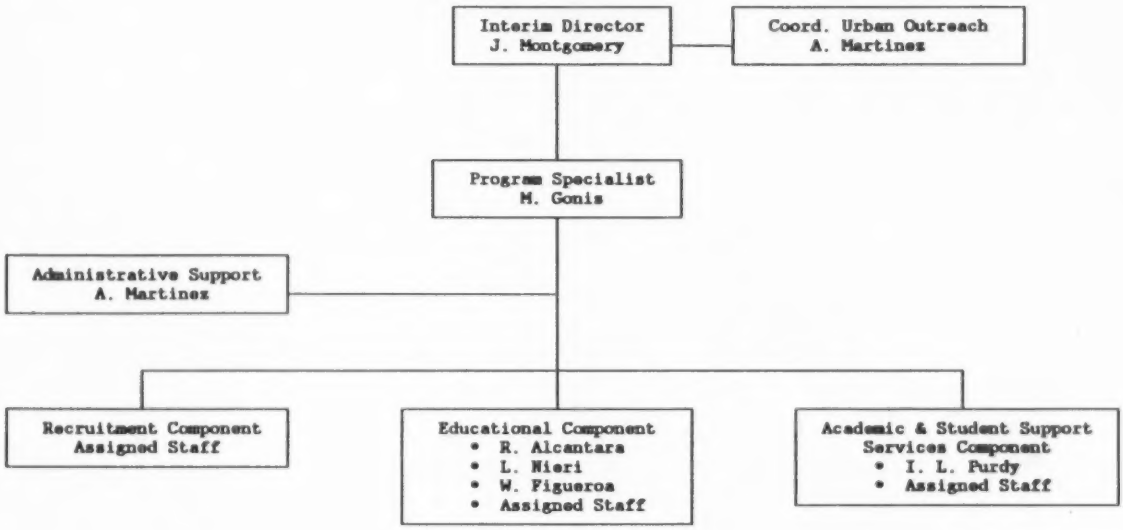
3. **Financial Services:** Financial services provided are in the form of weekly bus passes and meal tickets and a small stipend ($15) which is based on an incentive approach and is provided to help defray school related expenses. Weekly attendance and participation in program activities are taking in consideration for the provision of stipends.

4. **Students Activities:** The program provides for the participation of the students in cultural and other activities related to the social, personal, and educational development of the students. The MATC Office of Students Affairs coordinates all students activities. All students have access to college recreational facilities. For this, a student ID card is provided. The family and Women's Center at MATC provides bi-monthly workshops/classes to all HEP students. Also, the Center provides outreach services in such areas as: personal development, group dynamics, cultural awareness, family relations, parenting, and other related topics. Students also participate in programs offered by the Milwaukee Public Library System, the Arts Museum, the Milwaukee Public Museum, and outings specifically intended for socialization such as picnics and dances offered throughout the community.

5. **Counseling Services:** Academic, personal, financial, and employment counseling are provided by the program. These services are provided by MATC certified counseling staff and MATC-HEP program staff in accordance with the program design which requires extensive and effective integration of Academic and support services.

6. **Other Services:** Other occasional assistance is provided on an "as needed" basis during any stage of participation in the program but particular emphasis is given to "emergency" situations.

MATC-HEP
ORGANIZATIONAL AND PERSONNEL CHART
PART I - CHART 2



Staffing and Accountability

The program management design provides specific duties and responsibilities to program staff in order to assure effective operational procedures, channels of communications and supervision, and the implementation of a systematic management by objective approach. Job descriptions are used for each and every position to delineate duties, responsibilities, and the accountability of performance. A brief description of the positions and staff responsibilities follows:

1. <u>James Montgomery, Interim Dean:</u> Responsible for the overall program management and decision making necessary to implement the program, grant structure, hiring, authorization of the expenditures, strategic changes in program grant modifications. As the Interim Dean of the Division, he also supports activities of the program and facilitates. The Interim Dean/Director is ultimately accountable for overall programmatic outcomes. Relies heavily on the expertise of Mr. Art Martinez in carrying out these duties.

2. <u>Art Martinez, Urban Outreach Coordinator:</u> Provides significant assistance to Interim Dean based upon { yrs of experience}. Ensures that overall program management and decision making necessary to implement the program are carried out in an effective manner. Has helped with program evaluation and recommends the modification as proposed in this project.

3. <u>Marla Gonis, Project Specialist:</u> Responsible for the day to day operations; data collection, and interpretation; coordination of program services; support of program activities; recruitment, supervision-evaluation of staff; report generation; authorization of expenditures; resource/grant development, development of materials for recruitment, on-going informational contact and agencies; coordination of placement and related services.

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4. **Raul Alcantara, Wilson Figueroa, Lisa Nieri:** Develop Individualized Educational Plans and provide individualized instruction support as appropriate. Educational Component provide classroom instruction and coordinate the Computer and Video based GED instructional components.

   There is a critical need to increase staff in this area to improve student retention and completion.

5. **Ina Lynn Purdy, Academic Support:** Coordinates the Academic support function and provides student orientations, assists students with residential assistance. Also responsible for assisting the HEP program specialist will all areas of recruitment, community relations and maintenance of institutional and community resource agreements.

6. **Anita Martinez, Program Assistant:** Provides administrative support to the program staff. Assists in all areas of office management, data management, and monitors procurement system for all student services including transportation, meal tickets, and stipends.

7. **Tutors:** Monies are being requested because tutors have not been available and we need to increase student retention.

HEP STAFF TRAINING AND DEVELOPMENT

- Fall 1991, Anita Martinez attended Alverno Weekend College
- October 1991, Anita Martinez attendeda Food and Nutrition seminar given by the Wisconsin Department of Public Instruction
- May 15 & 22, 1991 Marla Gonis and Anita Martinez attended the Fiscal Management for Non-Fiscal Staff Workshop
- M.A.T.C. Coordination Day Actitivies attended by all HEP staff, September 1990, January 1991, and May 1991.
- HEP/CAMP National Conference held in Buffalo, New York. April 29 to May 5, 1991. Attended by Marla Gonis.
- UMOS Migrant Service Workshop attended by Ina Purdy on May 28, 1991 in West Bend, Wisconsin.

MATC-HEP STAFF DISTRIBUTION BY POSITION, EDUCATION, EXPERIENCE & TIME ALLOCATED
PART I - TABLE 1

Position	Name	Education	EXPERIENCE Yrs. HEP	Other Migrant	Teach. Exper.	Time
Interim Director	Montgomery, J.	BA,MS	6	-	2	20%
Urban Outreach Coord.	Martinez, Ar.	BA	4	20	2	5%
Program Specialist	Gonis, M.	BA	1	19	1	100%
Program Assistant	Martinez, An.	-	4	10	-	100%
		Educational Component				
Call Staff	Alcantara, R.	BS	1	7	7	< 49%
Educational Assistant	Figueroa, W.	-	3	3	3	49%
Educational Assistant	Nieri, L.	BA	1	-	2	49%
Academic Specialist	Purdy, I.	BA	3	4	4	100%

PART II -----BUDGET DATA / NARRATIVE

HIGH SCHOOL EQUIVALENCY PROGRAM
September 1, 1992 to August 31, 1993

SECTION: A BUDGET SUMMARY
PART II - TABLE 1

OBJECT CLASS CATEGORIES	FEDERAL FUNDING AMOUNTS
a. Personnel	$ 143,187
b. Fringe Benefits	36,068
c. Travel	5,500
d. Equipment	500
e. Supplies	3,400
f. Contractual	0
g. Other	112,751
h. Total Direct Charges (la-lh)	$301,406
i. Indirect Charges 8%: not stipends	$22,654
j. Total (lines h+i)	$324,060

HEP BUDGET DETAIL INFORMATION
OVERALL HEP BUDGET PROJECTIONS
1990 - 91 to 1992 -93

PART II - TABLE 2

CATEGORY	1990-91	Current 1991-92	Proposed 1992-93	TOTALS
Personnel	102,582.00	101,872.00	143,187.00	347,641.00
Fringe	25,275.00	25,978.00	36,068.00	87,321.00
Staff Travel	2,000.00	2,000.00	5,500.00	9,500.00
Equipment	0.00	0.00	500.00	500.00
Supplies	2,000.00	1,547.00	3,400.00	6,947.00
Medical	1,500.00	1,400.00	1,646.00	4,546.00
Housing	10,800.00	11,300.00	14,000.00	36,100.00
Meals	33,590.00	31,860.00	44,091.00	109,541.00
Stipend	16,249.00	16,467.00	18,234.00	50,950.00
Memberships	350.00	500.00	500.00	1,350.00
Student Travel	1,500.00	1,500.00	1,500.00	4,500.00
Transportation	13,440.00	13,440.00	14,720.00	41,600.00
Testing & Tuition	8,160.00	8,160.00	8,160.00	24,480.00
Student Activities	1,500.00	1,500.00	3,500.00	6,500.00
Day Care	3,500.00	3,500.00	6,400.00	13,400.00
TOTALS:	222,446.00	221,024.00	301,406.00	744,876.00
Indirect 8% (not stipends)	$16,496.00	$16,365.00	$22,654.00	$55,515.00
GRAND TOTALS	**238,942.00**	**237,389.00**	**324,060.00**	**800,391.00**

LINE ITEM BUDGET DETAIL

A. Personnel . . . . . $ 143,187

1. Three full-time, 12 month, staff remains . . . . . $ 94,945
the same for next year

Project Specialist, 12 months $40,240
Academic Resident Specialist, 12 months $32,765
Program Assistant, 12 months $21,940

2.* Educational Support Component . . . . . $ 48,242

Educational Support Staff 3 Part-time @ $10,184 each
Faculty - Call Staff 2 Part-time @ $ 8,845 each

*In order to improve student retention and GED completion of students an increase in Educational Support staff is requested. As part of the HEP program evaluation process the need to improve student retention and GED completion rates was identified as a top priority. The program goal is to increase student retention and GED completion. In order to achieve this goal the Educational Support Component is critical.

B. Fringe . . . . . $ 36,068

Per Collective Bargaining Agreement:
Fringe benefits are calculated at 34.10% for full-time staff, at 7.65% for call staff and part-time staff.

Project Specialist, .3410 x $40,240 . . . . . $ 13,722
Academic Resident Specialist, .3410 x $32,765 . . . . . $ 11,173
Program Assistant, .3410 x $21.940 . . . . . $ 7,482
Educational Support Staff, .0765 x $48,242 . . . . . $ 3,691

C. Travel . . . . . $ 5,500

1. Project Specialist/Director Travel . . . . . $ 3,800

a. Attend the following National Conferences

(1) Dept. of Education Directors' Meeting . . . . $ 900
Washington D.C.

(2) National Migrant Education Conference . . . $ 900
California

b. Attend HEP/CAMP Easter Stream Center . . . . . $ 900
on Resources & Training

c. Attend Midwest Association of Farmworkers . . . . $ 900
Organizations Regional meeting to coordinate and recruit students, normally held in Texas or New Mexico.

d. Attend State Department of Public Instruction . . $ 200
Interagency Coordination for Migrant Programs held in Madison (4 people × $ 50/person)

2. Full-Time Professional Staff Travel . . . . . $ 1,700

a. One Regional meeting for each of two . . . . . $ 1,600
full-time staff (2 × $800)

b. State Meetings one for each of . . . . . $ 100
two staff (2 × $50)

D. Equipment . . . . . $ 500

Purchase two typewriters @ $250 each.

E. Supplies . . . . . $ 3,400

1. Recruitment (applications, flyers, etc.) . . . . . $ 800

2. Program Operations . . . . . $ 800
(Teacher, classroom supplies, computer paper, toner, copies)

3. Students . . . . . $ 1,800
(Course books, dictionaries, paper, etc (90 students × $20/student)

NOTE: Staff development is provided to all MATC full-time staff. See program narrative for details.

F. Contractual . . . . . $ 0

G. Other . . . . . $ 112,751

1. Medical . . . . . $ 1,646
For eyeglasses, doctor visits, and medical prescriptions of HEP students.

2. Housing . . . . . $ 14,000
Three rooms at double occupancy ($518.52/room/month × 9 months × 3 rooms)

3. Meals . . . . . $ 44,091

a. Commuters: (lunch only) . . . . . $ 28,215
Average @ $4.18/meal/day × 5 days/week × 30 weeks/student × 45 commuters

b. Residents: (3 meals/day) . . . . . $ 15,876
Average @ $4.20/meal/day × 3 meals/day × 7 days/week × 30 weeks/student × 6 students

c. State In-Kind Contribution . . . . . $ 7,914
(Food Nutrition Program)

(1) Commuters: (lunch only) . . $ 5,156
$.76384/meal x 5 days/week x 30 weeks/student x 45 commuters

2. Residents: . . . . . $ 2,758
(Breakfast) . . . . . $ 962
210 meals x 6 students x $.763844/breakfast
(Lunch) . . . . . $ 1,196
210 meals x 6 students x $ 1.425/lunch

4. Stipends . . . . . $ 18,234

Based on 45 persons on average attendance/week
40 weeks x 45 students x 10.13/week average stipend of $ 10.00

5. Memberships . . . . . $ 500

a. National Migrant Association . . . $ 150
b. HEP/CAMP Association . . . . . $ 350

6. Student Travel . . . . . $ 1,500

To and from another state for 10 students @ $150/student

7. Transportation . . . . . $ 14,720

In-city transportation: 46 students x $8/week x 40 weeks

8. Testing & Tuition . . . . . $ 8,160

a. Tuition . . . . . $ 5,910

(1) Registrations for GED: . . . $ 3,840
100 students x $38.40/student

(2) Registrations other classes: . $ 1,160
Average @ 11.6 students x $100/registration

(3) Fees: . . . . . $ 910

(a) ID Fee: ($ 350)
100 students x $3.50/ID

(b) Application Fee: ($ 560)
70 Fin. Aid Applic. x $ 8/applic.

b. Testing . . . . . $ 2,250
90 GED test x $25/test

9. Student Activities . . . . . $ 3,500

Activities sponsored for and involving both residential and commuter students

10. Day Care . . . . . $ 6,400
400 days x $16/day

GRAND TOTAL . . . . . $ 301,406

PART III - PROGRAM ACCOMPLISHMENTS

Planned Performance Outcomes and Accomplishment Narrative

Based on a realistic program evaluation, adjustments were made in Part IV - Table (on the next page). The outcome definitions are being refined to improve accountability and to account for all students recruited to ensure the best possible migrant student outcomes. In order to improve program performance relative to student retention and GED completion, the following adjustments will be implemented as soon as budget resources become available.

1. Increase direct student instructional hours and utilize smaller group instructional techniques. Encourage students to increase their use of computerized individual instruction labs.

2. Increase instructional supplies in order to provide classroom materials to improve student retention and completion.

3. Provide resources for all full-time staff to attend at least one conference to network and identify new retention/completion techniques that work with the migrant student population.

The adjusted goals reflect high expectations that can be achieved by making the program adjustments proposed above. Beyond the program evaluation process many of the adjustments reflect ideas obtained by the Project Specialist/Director via networking at the migrant/farmworker conferences and meetings attended.

Adjustments will be made during the current year as rapidly as possible and it is anticipated that a budget adjustment will be necessary to implement and improve the proposed plan to increase student retention and GED completion.

PERFORMANCE OUTCOMES SUMMARY
PART III - TABLE 1

Program Outcomes:	Year 1 Goals	Year 1 Actuals	Year 2 Goals	Year 2 Y.T.D.	Year 3 Goals
Recruitment	100	101	100	67	100
Guidance	80	101	100	67	100
Total Enrolled:	80	58	75	65	75
Completed Training	80	40	70	31	70
Completed GED	80	18	50	3	50
Total Placed	80	56	80	16	80
Other Outcomes	80	45	60	4	60

* September 1, 1991 to January 31, 1991

SUMMARY OF HEP STUDENT ACTIVITIES
1990-91
PART III - TABLE 2

11/23/90	Thanksgiving Get Acquanted HEP Social	30
12/19/90	HEP Christmas Party	40
2/4-8/91	Desert Storm Seminars (5 Part Series)	21
2/05/91	Hands on Career Lab	30
2/14/91	MATC Vice-President Dr. M. Rivera "The Importance of Education"	30
2/18/91	Presented Afternoon Movie "El Norte"	22
3/08/91	Milwaukee Public Museum	20
4/16/91	Assertive Training Workshop Presented by Marla Gonis (Project Specialist) and Ina Purdy (Academic Support)	23
4/17/91	Cross Over Informational Workshop	35
4/25/91	Job Skills Training Workshop & Mock Interviews Presenters: HEP Faculty & Staff	24

The primary objective of the MATC/HEP is to have the students continue in higher education, the most effective manner of accomplishing this objective is to have the student feel a part of the community.

OMB Approval No. 0348-0043

APPLICATION FOR FEDERAL ASSISTANCE

2. DATE SUBMITTED	Applicant Identifier
2-14-92	
3. DATE RECEIVED BY STATE	**State Application Identifier**
4. DATE RECEIVED BY FEDERAL AGENCY	**Federal Identifier** S141-A100018

1. TYPE OF SUBMISSION:

Application	Preapplication
☐ Construction	☐ Construction
☒ Non-Construction	☐ Non-Construction

5. APPLICANT INFORMATION

Legal Name: Milwaukee Area Technical College

Organizational Unit: Business Division of Continuing Education &Outreach

Address *(give city, county, state, and zip code)*: 700 W State Street Room 224 Milwaukee Wisconsin 53233

Name and telephone number of the person to be contacted on matters involving this application *(give area code)*: Art Martinez (414) 278-6803; Marla Gonis (414) 278-6752

6. EMPLOYER IDENTIFICATION NUMBER (EIN): 39-6003459A

7. TYPE OF APPLICANT: *(enter appropriate letter in box)* H

A. State — H. Independent School Dist.
B. County — I. State Controlled Institution of Higher Learning
C. Municipal — J. Private University
D. Township — K. Indian Tribe
E. Interstate — L. Individual
F. Intermunicipal — M. Profit Organization
G. Special District — N. Other (Specify): _____

8. TYPE OF APPLICATION:

☐ New ☒ Continuation ☐ Revision

If Revision, enter appropriate letter(s) in box(es): ☐ ☐

A. Increase Award B. Decrease Award C. Increase Duration
D. Decrease Duration Other *(specify)*: _____

9. NAME OF FEDERAL AGENCY: U.S. Department of Education

10. CATALOG OF FEDERAL DOMESTIC ASSISTANCE NUMBER: 84.141A

TITLE: C.D. 2/14/92 HEP and CAMP Program

11. DESCRIPTIVE TITLE OF APPLICANT'S PROJECT: Milwaukee Area Technical College High School Equivalency Program Multi-state GED & High School Equivalency Program for Migrant and seasonal farm workers.

12. AREAS AFFECTED BY PROJECT *(cities, counties, states, etc.)*: Wisconsin, Midwest, selected area of South and Southeast

13. PROPOSED PROJECT:

Start Date	Ending Date
9/01/92	8/31/93

14. CONGRESSIONAL DISTRICTS OF: WI CD 1,2, 4,5,6,8 & 9

a. Applicant	b. Project
Milwaukee Area Technical College	High School Equivalency

15. ESTIMATED FUNDING:

a. Federal	$ 324,060	.00
b. Applicant	$	.00
c. State	$	.00
d. Local	$	.00
e. Other	$	.00
f. Program Income	$	.00
g. TOTAL	$ 324,060	.00

16. IS APPLICATION SUBJECT TO REVIEW BY STATE EXECUTIVE ORDER 12372 PROCESS?

a. YES. THIS PREAPPLICATION/APPLICATION WAS MADE AVAILABLE TO THE STATE EXECUTIVE ORDER 12372 PROCESS FOR REVIEW ON

DATE _____

b. NO. ☐ PROGRAM IS NOT COVERED BY E.O. 12372

☐ OR PROGRAM HAS NOT BEEN SELECTED BY STATE FOR REVIEW

17. IS THE APPLICANT DELINQUENT ON ANY FEDERAL DEBT?

☐ Yes If "Yes," attach an explanation. ☒ No

18. TO THE BEST OF MY KNOWLEDGE AND BELIEF, ALL DATA IN THIS APPLICATION/PREAPPLICATION ARE TRUE AND CORRECT. THE DOCUMENT HAS BEEN DULY AUTHORIZED BY THE GOVERNING BODY OF THE APPLICANT AND THE APPLICANT WILL COMPLY WITH THE ATTACHED ASSURANCES IF THE ASSISTANCE IS AWARDED

a. Typed Name of Authorized Representative	b. Title	c. Telephone number
Manuel G. Rivera, Ph.D	Executive-Vice President	(414) 225-1216

d. Signature of Authorized Representative: Manuel G. Rivera

e. Date Signed: 2/14/92

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BUDGET INFORMATION — Non-Construction Programs

OMB Approval No. 0348-0044

SECTION A – BUDGET SUMMARY

Grant Program Function or Activity (a)	Catalog of Federal Domestic Assistance Number (b)	Estimated Unobligated Funds		New or Revised Budget		
		Federal (c)	Non-Federal (d)	Federal (e)	Non-Federal (f)	Total (g)
1.		$	$	$	$	$
2.						
3. High School Equivalency Program	84,141A			324,060	0	324,060
4.						
5. TOTALS		$	$	$ 324,060	$ 0	$ 324,060

SECTION B – BUDGET CATEGORIES

6 Object Class Categories	GRANT PROGRAM, FUNCTION OR ACTIVITY (1) HEP	(2)	(3)	(4)	Total (5)
a. Personnel	$	$	$ 143,187	$	$ 143,187
b. Fringe Benefits			36,068		36,068
c. Travel			5,500		5,500
d. Equipment			500		500
e. Supplies			3,400		3,400
f. Contractual					
g. Construction					
h. Other (See attached detail)			112,751		112,751
i. Total Direct Charges (sum of 6a - 6h)			301,406		301,406
j. Indirect Charges 8% (excluding stipends)			22,654		22,654
k. TOTALS (sum of 6i and 6j)	$	$	$ 324,060	$	$ 324,060
7. Program Income	$	$	$	$	$

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SECTION C - NON-FEDERAL RESOURCES

(a) Grant Program	(b) Applicant	(c) State	(d) Other Sources	(e) TOTALS
8. N/A	$	$	$	$
9.				
10.				
11.				
12. TOTALS (sum of lines 8 and 11)	$	$	$	$

SECTION D - FORECASTED CASH NEEDS

	Total for 1st Year	1st Quarter	2nd Quarter	3rd Quarter	4th Quarter
13. Federal	$ 324,060	$ 90,000	$ 90,000	$ 90,000	$ 54,060
14. NonFederal					
15. TOTAL (sum of lines 13 and 14)	$ 324,060	$ 90,000	$ 90,000	$ 90,000	$ 54,060

SECTION E - BUDGET ESTIMATES OF FEDERAL FUNDS NEEDED FOR BALANCE OF THE PROJECT

(a) Grant Program	FUTURE FUNDING PERIODS (Years)			
	(b) First	(c) Second	(d) Third	(e) Fourth
16.	$	$	$	$
17.				
18.				
19.				
20. TOTALS (sum of lines 16 -19)	$	$	$	$

SECTION F - OTHER BUDGET INFORMATION

(Attach additional Sheets if Necessary)

21. Direct Charges:	22. Indirect Charges:
See Budget Attached	8% ($22,654.00)

23. Remarks

U.S. DEPARTMENT OF EDUCATION
WASHINGTON, D.C. 20202

GRANTS AND CONTRACTS SERVICE

GRANT AWARD NOTIFICATION

1 RECIPIENT NAME

MILWAUKEE AREA TECHNICAL COLLEGE
CONTINUING ED & BUS OUTREACH DIV.
700 WEST STATE STREET
MILWAUKEE, WI 53233

2 PROJECT TITLE

Milwaukee Area Technical College Migrant High School Equivalency Program

3 PROJECT STAFF

RECIPIENT PROJECT DIRECTOR

GONIS, MARLA 414-278-6752

EDUCATION PROGRAM STAFF

EDITH HARVEY 202-401-0742

EDUCATION GRANTS STAFF

CHRISTINE L. PARMELEE 202-708-8628

4 AWARD INFORMATION

PR/AWARD NUMBER	S141A00018-92
ACTION NUMBER	04
ACTION TYPE	CONTINUATION
AWARD TYPE	DISCRETIONARY

5 AWARD PERIODS

BUDGET PERIOD	09/01/92 - 08/31/93
PROJECT PERIOD	09/01/90 - 08/31/93

6 AUTHORIZED FUNDING

THIS ACTION	228,846
CARRY OVER	16,475
BUDGET PERIOD	245,321
PROJECT PERIOD	705,175
RECIPIENT COST SHARE	0%

7 ADMINISTRATIVE INFORMATION

PAYMENT METHOD	ED PMS
ENTITY NUMBER	1-396003459-A2
REGULATIONS	EDGAR, AS APPLICABLE 34 CFR 206
ATTACHMENTS	A,B,G,S

8 LEGISLATIVE & FISCAL DATA

AUTHORITY: HIGHER EDUCATION ACT, AS AMENDED
PROGRAM TITLE: HIGH SCHOOL EQUIVALENCY PROGRAM CFDA 84.141A

APPROPRIATION	FY	CAN	OBJECT CLASS	AMOUNT
91 20900	92	E006066	4115	228,846

9 TERMS AND CONDITIONS OF AWARD

THE FOLLOWING ITEMS ARE INCORPORATED IN THE GRANT AGREEMENT:

1) THE RECIPIENT'S APPLICATION (BLOCK 2),
2) THE APPLICABLE EDUCATION DEPARTMENT REGULATIONS (BLOCK 7).

THIS AWARD SUPPORTS THE FINAL BUDGET PERIOD FOR THIS PROJECT. THE RECIPIENT IS REQUIRED TO SUBMIT ALL NECESSARY REPORTS TO THE DEPARTMENT OF EDUCATION WITHIN 90 DAYS AFTER THE END OF FEDERAL SUPPORT.

OTHER INFORMATION AFFECTING THIS ACTION IS PROVIDED IN THE ATTACHMENTS SHOWN IN BLOCK 7.

THE AMOUNT OF UNOBLIGATED FUNDS FROM THE PREVIOUS BUDGET PERIOD AUTHORIZED FOR USE IN THIS BUDGET PERIOD IS SHOWN AS AUTHORIZED CARRY-OVER IN BLOCK 6. CARRY OVER FUNDS MUST BE USED BEFORE THE FUNDS AUTHORIZED FOR THE CURRENT BUDGET PERIOD. GRANTS OFFICER APPROVAL IS REQUIRED FOR USING ANY AMOUNT WHICH EXCEEDS THE AUTHORIZED CARRY-OVER.

Shirley A. Bryant
SHIRLEY A. BRYANT
GRANTS OFFICER

MAY 13 1992
DATE

Ver. 3

ED - GCS 007 (11/88)

PLEASE SEE OTHER SIDE FOR MORE INFORMATION

EXPLANATION OF BLOCKS IN THE GRANT AWARD NOTIFICATION

FOR DISCRETIONARY, FORMULA, AND BLOCK GRANTS
(See Block 4 of the Notification)

1. **RECIPIENT NAME** - Legal name of the recipient, name of the primary organizational unit that will undertake the funded activity, and the complete address of the recipient. The recipient is commonly known as the 'grantee.'

*2. **PROJECT TITLE** - A brief description of the project that includes the Catalog of Federal Domestic Assistance (CFDA) title and/or the project title as shown on the grant application form, the date(s) of the application, and any negotiated amendments.

*3. **PROJECT STAFF** - This block contains the names and telephone numbers of the U.S. Department of Education and recipient staff who are responsible for project direction and oversight.

*RECIPIENT PROJECT DIRECTOR - The recipient staff person responsible for administering the project. This person represents the recipient to the U.S. Department of Education.

*EDUCATION PROGRAM STAFF - The U.S. Department of Education staff person responsible for the programmatic concerns of the Department.

*EDUCATION GRANTS STAFF - The U.S. Department of Education staff person responsible for the administrative and business-management concerns of the Department.

4. **AWARD INFORMATION** - Unique items of information that identify this notification.

PR/AWARD NUMBER - A unique, identifying number assigned by the Department to each application. On funded applications, this is commonly known as the 'grant number.'

ACTION NUMBER - A numeral that represents the cumulative number of steps taken by the Department to date to establish or modify the award through fiscal or administrative means. Action number '01' will always be 'NEW AWARD.'

ACTION TYPE - The nature of this notification (e.g., NEW AWARD, CONTINUATION, REVISION, ADMINISTRATIVE).

AWARD TYPE - The particular assistance category in which funding for this award is provided, i.e., DISCRETIONARY, FORMULA, or BLOCK.

5. **AWARD PERIODS** - Project activities and funding are approved with respect to two different time periods, described below:

BUDGET PERIOD - A specific portion of time for which Federal funds are being provided from a particular fiscal year to fund a recipient's approved budget. The start and end dates of the budget period are shown.

PROJECT PERIOD - The complete length of time for approved activities, from the start date of the first budget period to the projected end date of the final budget period. A project period may contain one or more budget periods.

6. **AUTHORIZED FUNDING** - The dollar figures in this block refer to the *Federal* funds provided to a recipient during the award periods.

*THIS ACTION - The amount of funds obligated (added) or de-obligated (subtracted) by this notification.

*CARRY-OVER - The amount of funds, remaining from the previous budget period, that are authorized by the Grants Officer for use in the current budget period. This item does not appear on all notifications.

*BUDGET PERIOD - The total amount of funds of all obligations during the stated budget period, plus any authorized carry-over.

*PROJECT PERIOD - The amount of funds obligated from the start date of the first budget period to this date. This amount does *not* include carry-over.

RECIPIENT COST-SHARE - The funds, expressed as a percentage, that the recipient is required to contribute to the project, as defined by the program legislation or regulations and/or the terms and conditions of the award.

7. **ADMINISTRATIVE INFORMATION** - This information is provided to assist the recipient in completing the approved activities and managing the project in accordance with U.S. Department of Education procedures and regulations.

PAYMENT METHOD - The means by which Federal funds are transferred to a recipient's account. *Most* grants are paid through the U.S. Department of Education Payment Management System (EDPMS).

ENTITY NUMBER - A unique, identifying number that the Department assigns to each recipient for payment purposes. The number is based on the recipient's Internal Revenue Service tax identification number.

*REGULATIONS - The parts of the Education Department General Administrative Regulations (EDGAR) and specific program regulations that govern the award and administration of this grant.

*ATTACHMENTS - Additional sections of the Grant Award Notification that discuss payment and reporting requirements, explain Department procedures, and add special terms and conditions in addition to those established in Block 9 of the award. Any attachments provided with a notification continue in effect through the project period until modified or rescinded by the Grants Officer.

8. **LEGISLATIVE AND FISCAL DATA** - This block gives the name of the authorizing legislation for this grant, the CFDA title of the program through which funding is provided, and U.S. Department of Education fiscal information.

APPROPRIATION, FY, CAN, OBJECT CLASS - The fiscal information recorded by the U.S. Department of Education accounting system to track obligations by award.

AMOUNT - The amount of funds provided from a particular appropriation and common accounting number (CAN). Some notifications authorize more than one amount from separate appropriations and/or CANs. The total of all amounts in this block equals the amount shown on the line, 'THIS ACTION' (see 'AUTHORIZED FUNDING' above (Number 6)).

9. **TERMS AND CONDITIONS OF AWARD** - Requirements of the award that are binding on the recipient.

*GRANTS OFFICER - The U.S. Department of Education official authorized to award Federal funds to the recipient, establish or change the terms and conditions of the award, and authorize modifications to the award.

FOR FORMULA AND BLOCK GRANTS ONLY:
(See also Numbers 1, 4, 5, & 8 above)

2. **PROJECT DESCRIPTION** - A brief statement that identifies the date of the application, the Catalog of Federal Domestic Assistance (CFDA) title, and any amendments.

3. **EDUCATION STAFF** - The U.S. Department of Education staff persons to be contacted for programmatic and payment questions.

6. **AUTHORIZED FUNDING**

CURRENT AWARD AMOUNT - The amount of funds that are obligated (added) or de-obligated (subtracted) by this action.

PREVIOUS CUMULATIVE AMOUNT - The total amount of funds awarded under the grant before this action.

CUMULATIVE AMOUNT - The total amount of funds awarded under the grant, this action included.

7. **STATE APPLICATION IDENTIFIER (SAI) NUMBER** - A twelve-character number assigned by a state clearinghouse to applications that require state review or that are covered by Executive Order 12372.

9. **TERMS AND CONDITIONS OF AWARD**

AUTHORIZED OFFICIAL - The U.S. Department of Education staff person authorized to award Federal funds to the recipient, to establish or change the terms and conditions of the award, and to authorize modifications to the award.

* This item differs or does not appear on formula and block grants.

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